

## CHAPTER III

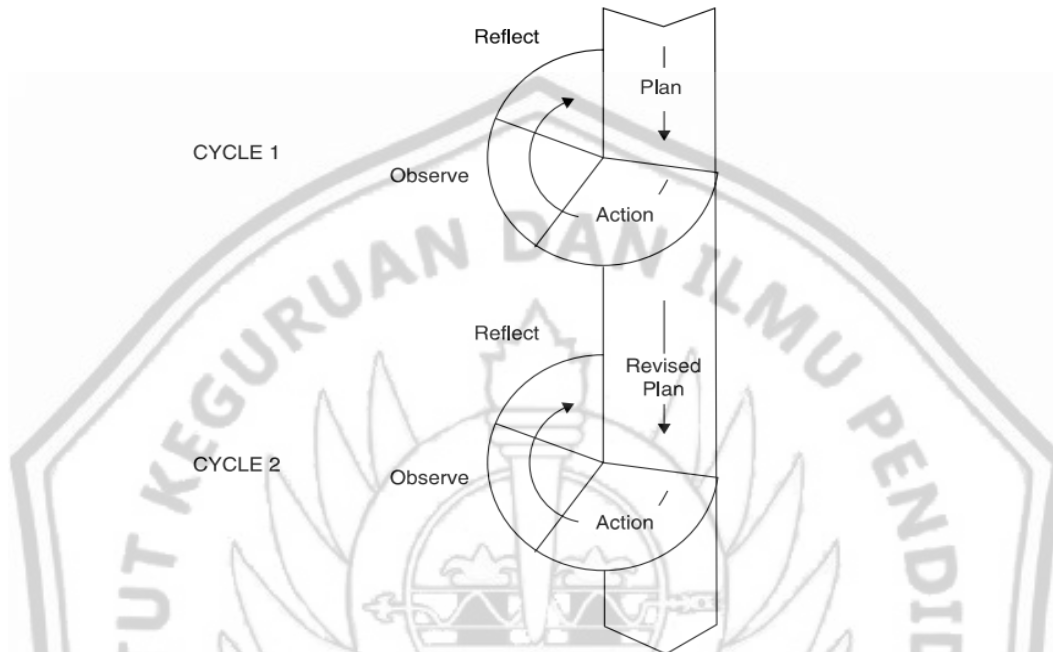
### RESEARCH METHODOLOGY

#### A. Research Design

The researcher here used classroom action research as the design of this researcher the study. Burns (2010:2) state that action research is very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice. According to Frost in Costello (2003:3) Educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice. The conclusion of this research more understands process action by individuals about their own professional to improve educational practice.

From all the definition above, the researcher concluded that classroom action research was an activity include a series of procedures that is done by the teacher which has purpose to improve a teaching learning process in educational setting. Here is the figure of classroom action research which supported by Kemmis & Mc.Taggart in Burns (2010: 9).

Figure 3.1 Cyclical AR model based on Kemmis and Mc Taggart



## B. Research Procedure

The researcher would do two cycles in this classroom action research to know students improvement in reading comprehension. The researcher would do the third cycle or more if in the previous cycle the researcher still not got the satisfy result. There are four steps in classroom action research according to Kemmis & McTaggartin Burns (2010:8); planning, acting, observing, and reflecting. Each steps of classroom action are explained in detail below:

## 1. Planning

In this step the researcher identified the problem, and then the researcher would prepare which did for the implementation of this research, as follow:

- a. The researcher would analyze the curriculum to know the basic competence which would be given to the students.
- b. The researcher would make the lesson plan.
- c. The researcher would make the learning media to implementation tis classroom action research.
- d. The researcher would make the students worksheets.
- e. The researcher would make the reading comprehension test as the instrument of this classroom action research.

## 2. Acting

Learning method used by researcher to improve students reading comprehension on narrative text. Which categorized question into the following

- a) Reply card and cards with questions to ask start learning. The usual questions come from students and teachers. If the question comes from learners, the learners are asked to submit a card that reads "ask card". b) After the question was asked ask the students to give an answer. Each learner to be answerers required to submit a card that reads "reply card". Until the end of the session there are students who are still holding two cards, namely "answer cards' and cards ask". Then they were asked to create a resume on the question and answer

which his already underway. Of course this decision must be agreed from the start.

### 3. Observing

In this research, researcher does observing before do the research. According to Burns (2010: 8) in this step the researcher would observe the effect of the action and then documenting the action. The collaborator would make a note and fill the observation checklist of the activities which happen in the class during the implementation of the classroom action researcher. And then the researcher and the collaborator would analyze the data; include the process, the result, the problem which is faced in the researcher, and the obstacle which is found. And then the collaborator and the researcher would discuss about the things can the researcher would do for the next cycle.

### 4. Reflecting

After observing researcher did reflecting. Burns (2008:8) explained that in the reflecting step the researcher would evaluate and describe the effect of the action to understand what has happened and then to explore more clearly and understand the problem. After that the researcher would decide to do next cycle of classroom action research to improve the situation.

## C. Research Subject

The researcher would conduct the classroom action researcher in Senior High School (SMA) Kemala Bhayangkari 1 Kubu Raya which is located on Adisucipto Street Kubu Raya Regency, West Borneo.

The researcher would choose the student in the class X IIS 2 of SMA KemalaBhayngkari1 Kubu Raya. The researcher would choose this class because some of students have the problem on reading comprehension such as some of the students in this class are still confused to determine the main idea, make inference, the meaning of the new word (vocabulary) and also some of students are less enthusiasm on learning reading. The number of the students is 27 students which consist of 15 females and 12 males.

#### **D. Technique and Tool for collecting Data**

##### 1. Technique for Collecting Data

###### a. Measurement

In this research the researcher uses measurement method for collecting data to measure the students' reading comprehension to get quantitative data. Meanwhile the observation method would use to observe the method would use to observe the teaching process to get qualitative data of this research. Hopkins and Antes in Wijaya(2014) say that "measurement is a process that produces a picture in the form off figures based on the observation of some of the characteristics of an object, person or event". Moreover Cain Wijaya (2014) "measurement is the process of collecting data through empirical observation was used to collect information relevant to the intended purpose". And in addition Wiersma & Jurs in Wijaya (2014) "measurement is a numerical assessment on the facts of the object to be measured according to the criteria or specific units".

Measurement method is process that procedure of collecting data with numerical assessment on the fact of the object to collect information relevant to the intended purpose.

#### **E. Tools for Collecting Data**

##### **a. Field note**

Field note is the note would be made by the English teacher to do observe to the subject of researcher during the learning process in the class. Burns (1999:87) said that in field note the collaborator report non-verbal information, physical setting, group structures, and interaction between the participants

Based on the statements above the aspects that would be observe by using field note are about the learning process in the class, the atmosphere of the class, class management, the interaction between teacher and students, interaction between students and students' etc.

##### **b. Observation Checklist**

Before giving reading comprehension test, the researcher gives an observation checklist to the teacher. Gray (2004:239). Say that "Observation involves the systematic viewing of people's action and the recording analysis and interpretation of their behavior". The based on that statement the researcher would use observation checklist to observe the teacher's performance, and the classroom environmental. Observation checklist consist of the list of things when the observer is going to observe the class.

### c. Reading Comprehension Test

Reading comprehension test is tool for collecting data from the students. The researcher would use multiple choices to on reading comprehension text. Here, the researcher would get data of students by doing the reading comprehension test to know the improving students' reading comprehension. Based on Miller and Gronlud (2009: 401), "Reading tests differ widely in the material to be read by the students. Some tests focus on the lower levels of comprehension (e.g identifying directly stated detail), whereas other stress to more complex interpretive skill (e.g identifying relationship, inferences and conclusion)". it is important to conduct a research to improve reading comprehension through instruction that makes the learning process more interesting, enjoyable, understandable, and more communicative.

## F. Data Analysis

After collecting the data, the next step of the research is analyzing the data. According to Singh (2006:223), "Analysis of data means studying the tabulated material in order to determine inherent fact or meanings". In addition to Hopkins (2008:137), "The analysis of data is a very important part of the classroom research process. It is only at this stage that the teacher can be certain that the results obtained are valid and trustworthy".

### 1. Qualitative

In this research, researcher did an qualitative data analysis. Based on Cohen et al (2007:461), "Qualitative data analysis involves organizing,

accounting for and explaining the data; in short, making sense of data in terms of the participants' definition of the situation, noting patterns, categories and regularities. The researcher would analyse the data from field notes and observation checklist on qualitative data analysis by doing five stages which is supported by Burns (1999:156-160) as follows:

a. Assembling The Data

In this stage, the researcher would assemble the data that the researcher had collected over the period of the research.

b. Coding The Data

In coding the data researcher would be collected data to move manageable categories of concepts, or types.

c. Comparing The Data

Researcher comparing the data to see whether themes or patterns were repeated or developed across with different data gathering methods.

d. Building Interpretation

In this stage the researcher had to creative thinking to make sense the meaning of the data.

e. Reporting The Outcomes

The final stage involves presenting an account of research for others. Here the researcher would report the outcome of the research on written report.



## 2. Quantitative

In this research, researcher did an quantitative data analysis. Koshy (2005:86), say that “Quantitative data can be measured and represented by the numbers”. To analyze the quantitative the researcher would use descriptive statistics. It is supported by Creswell (2012:182). “descriptive statistics that indicate general tendencies in the data (mean, mode, median)” here the researcher would measure the students’ achievement, such as student’s individual raw score, students’ mean score on reading comprehension test.

### a. Student’s Individual Raw Score

In collecting to data the researcher used individual raw score Frankel and Wallen (2009:134), “Almost all measurement begins with what is called a raw score, which is the initial score obtained. It may be the total number of items an individual gets correct or answers in a certain way on a test”. Here was the formula of a raw score as follow:

$$\sum X = \frac{x}{n} \times 100$$

Where:  $\sum x$  = Score

X= number of right answer

n= total numbers of item

Adapted from: Cohen (2007)

After the researcher calculated or got the student's individual raw score, the researcher would present the data on a statistical table. It was supported by Singh (2006:272), "tables can list the original raw scores".

**Table 3.1**  
**Score Classification**

<b>80-100</b>	Excellent
<b>60-80</b>	Good
<b>50-60</b>	Average
<b>0-50</b>	Poor

b. Students' Mean Score

After the researcher got the student's individual raw score, the next step the researcher would calculate the students' mean score. And then the researcher would present the students' mean score. And then the researcher would present the students' mean score on a bar graph to show the students' mean score for every cycle Singh (2006:276), "A paragraph to show the students' mean score for every cycle. Singh (2006:276), "A paragraph just shown above may provide the following information in a quite simple and quick way". Here the formulas of students' mean score.

$$M = \frac{\sum X}{N}$$

Where:

$\sum X$ : Stands for the sum of the scores

N: for the total numbers of item is a series of group.

Adopted From: Singh (2006).